

St Luke's Primary School

Policy Document for MOVE.

(Mobility Opportunities Via Education.)



1. The Importance of MOVE for Pupils with Physical Disabilities.

The main aim of using the MOVE programme is to provide pupils with severe physical disabilities with the opportunity to develop functional skills for adult living. These skills will primarily be those of sitting, standing and walking.

Pupils will learn the skills identified in their MOVE Assessment Profile, alongside those identified in the QCA document called *Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties: Physical Education* in the section on “applying learnt skills into different situations.”

MOVE develops skills of co-ordination, manipulation and movement alongside new skills of acquisition, then building in levels of fluency, maintenance and generalisation.

MOVE also offers pupils the opportunity of increasing their health and fitness: for example, standing increases bone density and lessens risks of chest infections if done correctly.

MOVE is a structured programme that also incorporates evaluation of pupil progress. It is known to improve pupil performance and celebrates pupil success.

2. The Nature of the Programmes of Study.

MOVE is closely associated with P.E. because of its physical aspect. However, in practice, MOVE is totally cross-curricular in its approach to providing pupils with access to all subjects of the National Curriculum (NC) and the Early Years and Foundation Stage (EYFS) curriculum. Skills of sitting, standing and walking are natural requirements for access to all areas of learning. The section on *Modifying the Programmes of Study* in the QCA subject guidance for all subjects should be read in conjunction with individual pupil targets for MOVE.

3. Improving Access.

All pupils who are on the MOVE programme will have access to all curriculum areas of the NC and EYFS curriculum.

Access can be provided in many ways; e.g. correct seating so that the pupil can participate in small group and whole class activities; mobility equipment to enable pupils independent access to the playground, mobility trail, the opportunity to go on errands, go to the park or walk around the local shops. Further to this, standing frames and standing slings (when used in conjunction with a hoist or overhead tracking) enable pupils to have access to the sink for washing crockery, painting, and computer work and in the visual room.

4. Opportunities and Activities.

Each pupil will access MOVE on an individual need basis.

The current agreed MOVE targets for each pupil will be implemented alongside set curriculum targets and, wherever possible, as an integrated approach that can be delivered across the school day.

Example. John will do assisted walking into the classroom to his chair, he will stop walking, and then with minimal prompts at the shoulder, turn and step back (until his knees touch the chair) and then sit down. John will require a hip prompt to help him to maintain his sitting balance.

By implementing the above John will have achieved three of his MOVE objectives; first, to do assisted walking into the classroom, next, to stand and turn to sit down on his chair with minimal shoulder prompts and, third, to sit on an ordinary classroom chair for 30 minutes with a prompt at the hips. John will then be able to access the activity alongside his peers. (No wheelchair required.)

5. Resources.

Each pupil on the MOVE programme will have their individual needs assessed and the correct equipment provided. This need will be assessed jointly by the Occupational Therapist, Physiotherapist and MOVE Team.

Ease of access to the equipment is vital if the pupil is to use it on a regular basis. New equipment required will be identified in the annual audit and when new pupils are admitted to the school.

6. Health and Safety.

All staff involved in the teaching of MOVE targets will be shown how to implement new objectives and must make themselves aware of each pupil's individual Risk Assessment as developed by the Moving and Handling Team.

7. Planning.

- Acquisition Level

Pupils on the MOVE programme should have access to at least one session each day when new skills are being taught.

- Fluency Level

Having acquired a given skill to a satisfactory level, the pupil will be provided the opportunity to practice their new skill in a supervised situation.

- Maintenance

In order for pupils to sustain their new skill level, they will be provided with frequent opportunities to practise this skill in a familiar setting and maintain their competency.

- Generalisation

This is the stage when the pupil is secure in their skill and can be safely left to implement and practice these new skills in varied situations without risk of falling or injury. Opportunities for them to continue to access these skills should be provided across the school day wherever reasonably practicable.

It is the MOVE Team's responsibility to inform class teachers of what skills the pupil has maintained and generalised, so that they provide the pupil with adequate support and therefore a safe working environment.

As a minimum, a key teaching assistant in each class team will be trained as a MOVE Practitioner and will provide the continuum of learning when the pupil is out of the classroom

8. Assessment.

Initial MOVE assessments will always be carried out by a member of the MOVE Team in conjunction with parents/carers and class teachers. Wherever possible, Physiotherapists, Occupational Therapists and a member of the Community Nursing Team will also be consulted.

MOVE has a full assessment programme within which success is graded against four levels of achievement: Graduation Level, Level I, Level II and Level III. There are 16 categories of key physical skills within which there are 74 individual skills referred to as Motor Milestones. Initial assessment starts at the highest level (Graduation Level) and proceeds down each category until a skill is reached that the pupil can achieve. An 'E' is placed in the relevant box to indicate the Entry Level.

Results from testing will be listed on a Summary of Test Results in each student's Assessment Profile to give an overall picture of their current skill level in relation to the MOVE programme.

In addition, the school's MOVE Team have created and implemented an additional assessment document called. 'Additional Parameters for Time and Distance' which has been written to further assess the skill level of pupils with more complex physical needs across the school. This is based on and closely relates to the MOVE Assessment Programme and is used alongside MOVE Assessment Profiles to provide more achievable targets for some pupils. These additional targets are used at the sole discretion of the MOVE Team.

9. Recording.

Recording in the MOVE Assessment Profile will be completed by MOVE Trainers each term, unless substantial progress indicates an early re-assessment is necessary.

Significant progress or concerns must be noted by the MOVE practitioners and passed onto the MOVE Team as soon as possible.

Each class team has a MOVE file that contains each student's Individual MOVE Assessment and corresponding recording sheets. In this file the recording sheets provided must be used to indicate that each pupil on the MOVE Programme has worked his/her new Acquisition skills and what level of prompt they required to successfully complete this skill.

The comment box should be used to list any problems or notable success during the activity.

10. Reporting.

Parents are aware of the school's 'Open Door' policy and are able to visit frequently to discuss ongoing progress.

Parents must be invited to the initial assessment and any re-assessment and be encouraged to take an active part in establishing the next objective(s). This is vital if the pupil is to have a collective approach to MOVE whereby new skills are practised and reinforced at home.

When typed, the parents receive a draft copy for their comments, any amendments will be corrected and a final version sent home to parents and the Physiotherapist/Occupational Therapist.

Progress in MOVE will be reported on in each pupil's Annual Report.

11. Recognition.

As each pupil progresses through the four levels of success they will receive a certificate to celebrate their achievement during the whole school assemblies. This is to take home.

Pupils must have an Individual Pupil Portfolio where photographic evidence is recorded and celebrated.

Video evidence of progress and maintenance must be recorded at least annually, alongside new skills that have been agreed at the re-assessment, so that parents can refer to the video when encouraging their child to practice the new skills at home.

12. Monitoring and Review.

Monitoring by MOVE practitioners and the MOVE Team must be regular and ongoing so that as each new skill is generalised pupils are reassessed and moved on to the next relevant skill. (With parental involvement wherever possible.)

A prompt reduction plan for each pupil's objectives will be written by MOVE Trainers to provide a structure by which students' levels of independent skill can be gradually increased until the relevant criteria for achievement of a given Motor Milestone can be achieved independently.

Non-contact time for the MOVE trainers is provided to enable them to regularly reassess pupils and to monitor the maintenance and generalisation of previous skills.

Teachers and teaching assistants play a vital role in monitoring the pupil so that they do not lose previously learnt skills.

13. Specific Teaching Methods.

Each pupil will have a copy of their Individual MOVE Assessment complete with teaching notes available to accompany them to all lessons that they attend. These will be explained

to the teaching assistants and to other teachers as necessary in order to provide the best opportunity for consolidation and ultimately generalisation of skills,

14. Use of ICT to Access the Subject.

There is no specific base for ICT work but appropriate seating or standing as specified for each individual pupil will allow the pupil correct access to the computer and ICT devices.

1. Differentiation.

Each pupil's 'Individual MOVE Assessment' is tailored to their individual needs and is therefore suitably differentiated.

2. Cross Curricular Links.

As previously stated, MOVE is completely cross-curricular in its approach. It enhances the opportunity for pupils with physical disabilities to access the curriculum in a meaningful way, supporting the *Key Skills* identified in the DfES /QCA guidance on '*Planning teaching and assessing the curriculum for pupils with learning disabilities*' in the *General Guidelines* and especially the *Thinking Skills* of *Sensory Awareness and Perception* and *Early Thinking Skills*.

The additional priorities of *Physical, orientation and mobility skills*, clearly reinforces the high priority given for pupils with physical disabilities and acknowledges that for some pupils this area of the curriculum takes up a large part of their learning time.

3. Community Links.

Links with St Hugh's College are important in maintaining a continuum of learning and ensuring that new skills are developed and expanded. They have been provided with a copy of the 'Additional Criteria for Time and Distance Parameters' document to better facilitate smoother transitions for those pupils who will continue on the MOVE programme after their transition to secondary education.

MOVE also plays a vital part in pupils accessing their local environment, e.g. pupils walking to the local shop in their Gait trainer; doing assisted walking from the bus into McDonalds; walking to the hall for lunch/assembly or PE.

4. Parental Involvement.

As set out in the DfES/ QCA *General Guidelines* the contribution of the family and the involvement of parents, carers and pupils in devising IEPs must be valued. The school staff may have to provide emotional and practical support to families and be aware of their needs.

Parents must be encouraged to take an active role in the teaching and reinforcing of new MOVE skills within the home.

5. Governor Involvement.

Mrs. Pet Whittaker is currently the Link Governor for MOVE.

The subject leader meets regularly with Link Governor for MOVE, and discusses at length the ongoing use of MOVE, and its success within the school. The subject co-ordinator produces documentation for the Link Governor on MOVE, detailing pupils on the programme, equipment used, equipment anticipated in the future and staff training.

6. Professional Development.

All members of the MOVE Team are certified as MOVE Trainers through MOVE Europe and are able to provide training to staff within North Lincolnshire's Children's Service Authority.

All staff will receive training in a 'Basic Introduction to MOVE'. Up-dates on training will be available for all staff on a yearly basis. MOVE Practitioners will receive additional training.

7. Policy Evaluation.

This is subject to ongoing review by the MOVE Team and the governing body. The current policy has been issued to each class teacher and copies are held in the central MOVE records that are located in Class 2.

8. Role of the MOVE Team.

The MOVE Team will carry out assessments on new pupils.

It is the responsibility of each pupil's nominated MOVE Trainer to re-assess pupil progress on the MOVE programme and to ensure that a copy of their updated Assessment Profile, Individual MOVE programme, Prompt Reduction Plan and Summary of Test Results are stored in the central MOVE records.

It remains the responsibility of the class team to update pupil video evidence of progress and to take photographic evidence to support learning.

Advice is available from the MOVE Team if class teams encounter problems with equipment, new objectives, etc.

9. Date policy endorsed by staff:

10. Date policy endorsed by Governors:

11. Date Policy due for updating/revision: